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CBSE 7201

Annotations

Heikki Ruismäki, & Tereska, T. (2008). Students' assessments of music learning experiences from kindergarten to university. British Journal of Music Education, 25(1), 23-39. doi:[http://dx.doi.org/10.1017/S026505170700770X](http://dx.doi.org/10.1017/S026505170700770X" \t "_blank)

This article focuses on student assessments of their music experiences from grades ranging from nursery school to college. The article discusses in depth the previous research that has been accumulated within different countries by several theorists within the arts education field. The article describes how receiving music instruction in the classroom during the early years of education has a positive effect on a child’s success, which relates to my hypothesis based on improving academic achievement through music education in schools. This article gives examples of the types of questions I need to ask during my own research, especially as I being testing and implementing the hypothesis in the classroom.

Charles, P. S. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. Journal of Research in Music Education, 53(2), 134-147. Retrieved from[https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286" \t "_blank)

The purpose of this study was to examine the relation among academic achievement and the use of instrumental music in schools. This study explores the relation according to the students’ grade level, gender, instrument, practice time, and music experience. The participants in this study were band students from grades 7-12 and were selected from a variety of schools in four different school districts. The researchers gathered the most accurate data when interviewing the students’ teachers on their performance achievement and effort. They found that practice time had a strong correlation with motivation. Therefore music education in the classroom will increase student motivation in learning and task orientation.

Christopher, M. J., & Jenny, E. M. (2006). Examination of relationships between participation in school music programs of differing quality and standardized test results. Journal of Research in Music Education, 54(4), 293-307. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473105?accountid=7286" \t "_blank)

This research examines the relationship between participation in music programs and standardized test scores. The relationship was shown between third and fourth grade students’ academic achievement at comparable schools, but with contrasting music programs. The music programs differed in instructional quality due to school budget. The researchers also examined the relationship between eighth and ninth grade students’ academic achievement and their participation in school music programs. The analysis of the elementary school student data indicated that students involved in music education programs scored higher on both ELA and Math standardized tests and the same for those in middle school. This article describes similar research to that of my own by using test scores as a means of discovering a relation between music and academic gain.

Mark, T. K. (2003). Development of music creativity among elementary school students. Journal of Research in Music Education, 51(4), 278-288. Retrieved from [https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214474508?accountid=7286" \t "_blank)

The purpose of this study was to compare and contrast the music creativity of students. The students in question were randomly selected from grades 2, 4 and 6 and were exposed to two interventions in the classroom, the Vaughan Test of Musical Creativity and the Torrance Tests of Creative Thinking. The Vaughan Test of Musical Creativity determined the students’ improvisational creativity. Based on this research, the students in grades 4 and 6 scored higher than those in grade 2. Therefore showing a developmental growth existing from grades 2 to 6. The Torrance Tests of Creative Thinking determined students’ figural creativity and research shows that there is a significant correlation between the two when the students are exposed to music education programs in school. Music composition and improvisation activities are developmentally important in music programs. (e.g., Campbell & Scott-Kassner, 2002; Music Educators National Conference, 1994). Giving students the chance to improvise and use their creativity in music education will allow the students’ learning to take on a greater meaning.

Willis, G. C. (2016). Impact of music education on mathematics achievement scored among middle school. Walden Dissertations and Doctoral Studies. Retrieved from <http://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3091&context=dissertations>

Music education is related to a variety of positive outcomes when it comes to academic achievement. This study explored the relationship between music education in schools and student achievement in math. The researchers used the correlation between archival data and recent math scores to understand the relationship between the two. Students who did not receive music education in schools regressed in mathematics, therefore proving that music education was a significant predictor of math growth based on test scores. There was also an indication that the students’ socioeconomic status had a significant effect on their growth in mathematics. These implications for social change and the improvement in student achievement and awareness should motivate more teachers and administrators to include music education in their curriculum. Therefore students will get the chance to reach their full potential.

Eason, J. A. B. Johnson, M. C. (2016). Evaluation of the impact of music program participation on students’ musical and academic success, and school engagement. The University of Kansas. Retrieved from <https://kuscholarworks.ku.edu/bitstream/handle/1808/20615/Impact%20of%20Music%20Education.pdf?sequence=1&isAllowed=y>

The purpose of this research was to examine the effect of participating in active engagement music programs and academic achievement. Students were selected based on their personal characteristics, music experience, school engagement and their academic achievements. The researchers found that there was a positive connection between music participation and level of school engagement and motivation to succeed academically. The more music involvement proved to be an advantage to the school’s overall performance. Therefore schools should engage all of their students in music education, not just the one’s with prior experience and record of school engagement. If this was offered to a wide selection of students in the school building, it could promote more students to actively get involved in their school community and increase the chances of impacting their academics in a positive way.

References:

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Charles, P. S. (2005). Relations among motivation, performance achievement, and music experience variables in secondary instrumental music students. Journal of Research in Music Education, 53(2), 134-147. Retrieved from[https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286](https://login.ez-proxy.brooklyn.cuny.edu/login?url=http://search.proquest.com/docview/214473733?accountid=7286" \t "_blank)

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